

University of Strathclyde, Faculty of Humanities and Social Sciences

School of Education

Class catalogue for Erasmus and international students 2022/23

SEMESTER 2 CLASSES

20 Strathclyde Credits = 10 ECTS

1. Students are likely able to take classes across 2 subsequent year groups (e.g. years 2/3 or years 3/4). The requirements here should be discussed with their home institution.
2. Students requiring experience in Scottish schools should initially consider module x7325 (see below). **Extended placements will run in semester 2 for full year teacher education students only.**
3. Placement requirements must be discussed with the School's International Coordinator at the application stage.
4. Full year teacher education students are strongly advised to take as much as possible from the standard Strathclyde curriculum for our year 3 programme (below).

Standard year 3 programme		
X7315	Pedagogy and Placement Learning: (ages 9- 12, including 6- week placement)	20 credits
X7316	Pedagogy and Placement Learning: (ages 0- 5, including 3- week placement)	20 credits
X7330	Language Learning and Teaching in the Primary School	10 credits
X7331	Teaching Social Studies Creatively	20 credits
X7332	Science and Technology in the Primary School	20 credits
X7333	Religious and Moral Education, Health and Wellbeing	20 credits
X7334	Social Research Methods	10 credits

2 nd Year Undergraduate		
Module code	Module title	Learning Objectives
X7211 20 Credits	<i>Education and Learning</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Research and manage a wide range of information about education and learning. ▪ Identify key issues and questions in the fields of education and learning. ▪ Draw logical and justified conclusions about key aspects of education and learning. ▪ Think critically and analyse situations and information in relation to education and learning. ▪ Enquire and pursue critical questions in the fields education and learning. ▪ Reflect on your own experience of education and learning. <p>Module assessment Students will write an essay of around 2500 words.</p>

<p>X7207 20 Credits</p>	<p><i>Digital Technologies in Language Education</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ This module explores the use of digital technologies for language teaching and learning. ▪ Students will also develop the practical experience of using digital technology, learn to design and evaluate digital materials for the language classroom, and create the digital environment for language learning. ▪ The module considers ways to develop students' 21st Century skills both as language user/learners and as language teachers <p><u>Module assessment</u></p> <p>For Part 1 of the assessment, students will work in groups and create a digital learning environment for learning English as a foreign language.</p> <p>For Part 2, students will write a written essay in which they reflective on their experience of working on the collaborative task</p>
<p>X7208 20 Credits</p>	<p><i>Developing Language and Communication Skills</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ This module will equip students with the required knowledge of understanding the process of reading, writing, listening and speaking in a second/foreign language, especially in academic settings. ▪ The aim is to give students increased confidence in communicating in English. Students will extend their vocabulary, improve their pronunciation and grammatical accuracy, and develop their communicative competence. <p><u>Module assessment</u></p> <p>Assessment will consist of two group presentations, a series of quizzes, and an individual report of 1,500 words.</p>
<p>X9296 20 Credits</p>	<p><i>Memory, Belief & Misconception</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • This module will teach students to explain key aspects of how human memory connects to learning, using research-based concepts and terminology such as 'metacognition' and 'working memory'. • Students will learn to identify examples of beliefs about learning and memory, including misconceptions, and discuss the implications of these. <p><u>Module assessment</u></p> <p>The module is assessed via a 2000-word written essay assignment in which students have to analyse two real examples of misconceptions.</p>

3rd Year Undergraduate		
<p>X9119</p> <p>20 credits</p>	<p><i>Me as a learner</i></p>	<p>Summary: This module aims to help international students build a theoretical and philosophical framework for their own learning. Students are encouraged to develop key skills in order to help them become effective learners on the Bachelor of Arts degree programme.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Explain why you have chosen a particular topic/issue. ▪ Identify key words, issues and questions for your chosen topic/issue. ▪ Use abstracting databases, full text services, SUPrimo, the library search service and an internet search engine to locate 6 relevant items to find out about your topic/issue. ▪ Make a brief synopsis of each item including a full APA reference and a description of how you used a particular source to trace the item detailing your search strategy. ▪ Choose two of your items to compare and contrast what the authors are arguing about your area of interest, including a concluding statement. ▪ Reflect on what you have learned about the topic/issue, about the process of researching, and any unanswered questions or issues that have been raised. <p><u>Module assessment</u> 2,000 annotated bibliography</p>
<p>X7325</p> <p>20 credits</p>	<p><i>Placement Learning: International Perspectives</i></p> <p style="color: red;">This is the standard placement module for exchange/ visiting students.</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Review the Scottish education system. ▪ Compare and contrast the education systems in both their home country and Scotland. ▪ Plan, implement and evaluate learning experiences for children in the context of their home school culture and subject specialism. ▪ Identify their strengths and development needs and be able to act on these. ▪ Reflect upon their experience and the impact of this learning on their future career. <p><u>Module assessment</u> Maintain a reflective log of observations within the school in which the student is placed.</p> <p>This module offers a limited experience in schools of perhaps 1-2 days per week over a short period of 4-5 weeks. Individual requirements should be discussed with the exchange co-ordinator.</p>

<p>X7327 20 Credits</p>	<p><i>An Introduction to Scottish Education</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Research current Scottish education policies, practices and pedagogies. ▪ Compare and contrast Scottish perspectives on curriculum development, structure and content with those of their home country. ▪ Develop cultural sensitivity and inter-cultural communication skills in presenting contrasting perspectives to other audiences e.g. students/ staff. ▪ Reflect critically on the experience of undertaking the module in terms of students' own professional development. <p><u>Module assessment</u> A series of presentations comparing and contrasting issues within Scottish education and the home system of the visiting student.</p>
<p>X7347 20 Credits</p>	<p><i>Language Awareness: Knowledge about Language</i></p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ This module aims to provide students with an introduction to ways in which the English language can be described and analysed in order to help learners to develop their knowledge about language. ▪ The module deepens students' understanding of core features of the English language and prepares them to apply their knowledge about language systems (pronunciation, vocabulary, grammar and discourse) in teaching practice. <p><u>Module assessment</u> Assessment will consist of a two-part essay (2,500 words) in which you will analyse a teaching resource and design a series of activities.</p>
<p>X7352 20 credits</p>	<p><i>Designing Educational Research</i></p>	<p>Summary: The module develops students' practical experience and skills in educational research design. The emphasis is on learning through doing, and providing a structured environment for students to learn how to reflect upon research design principles and logics of inquiry while planning their own research proposals. The skills developed via the module will be directly relevant to fourth year dissertations, and to future study and careers.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Understand interdisciplinary educational studies research design principles and the logics of academic inquiry, including a range of research methods and research strategies, their strengths and limitations and associated ethical issues. ▪ Design a clear, well-documented, feasible, justified, and methodologically sound research project.

		<ul style="list-style-type: none"> ▪ Construct a field of inquiry and inform, justify, and defend research aims, objectives, and questions via academic literature searches and critical review. ▪ Familiarity and critical engagement with a range of research design texts and/or methodological literatures, in order to justify and evaluate research design decisions. ▪ Understand and critically reflect upon research contributions and outcomes in relation to e.g. knowledge, society, community, policy. <p>Module assessment Assessment is a 4,000-word research proposal.</p>
<p>Interdisciplinary Learning Modules A wide range of faculty interdisciplinary modules can be selected and these are worth 20 credits – individual classes can be organised from this catalogue. Classes can change but a sample of potential classes are given below.</p>		
QQ211 20 credits	<i>Making the Modern Human</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Develop an understanding of the historical construction of 'the human'.
QQ266 20 Credits	<i>Enlightenment to Romanticism</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Develop an understanding of the significant of the period's writing to the subsequent development of English literature, including the importance of the introduction of the novel.
V1236 20 Credits	<i>Glasgow: Health, Culture and Identity</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Gain an understanding of the history of Glasgow, including the major themes that have affected its development.
L5218 20 Credits	<i>Key Concepts in Social Welfare</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Develop an understanding of different philosophical positions around social welfare. ▪ Explore how philosophical positions.
X9284 20 Credits	<i>Living and Learning in the Outdoor Environment : Learning for Sustainability</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Expand knowledge of Scotland's landscape, management and use. The course will explore education beyond the school boundary. ▪ The module will address core areas of professional standards in teaching such as sustainable development education, global citizenship and green health – learning in the outdoors and developing a relationship with the natural environment.
X2201 20 Credits	<i>Achieving Equity and Equality in STEM</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Understand and critically evaluate the reasons that STEM subjects are considered important in schools and the workplace.

		<ul style="list-style-type: none"> ▪ Recognise the ways in which certain groups have been excluded, and remain under-represented amongst STEM learners and practitioners. ▪ Evaluate interventions intended to redress the imbalance in the population of STEM learners and practitioners.
X7449 20 Credits	<i>Educational Representations in Film and Literature</i>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> ▪ Develop a critical understanding of a selection of theories, principles, concepts and terminology relevant to representations of education in film and/or literature. ▪ Demonstrate knowledge of a range of social, cultural, economic and political issues that affect educational experiences. ▪ Provide knowledge, analysis and evaluation of educational issues illustrated within film and/or literature. ▪ Demonstrate knowledge of educational theory and practice within and/or beyond classrooms contexts.

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